

# **Alaska DLM Essential Elements and Instructional Examples for English Language Arts**

**Eleventh and Twelfth  
Grade**

**Revised for Alaska 2013**



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**Eleventh-Twelfth Grade English Language Arts Standards: Reading (Literature)**

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| <p><b>Key Ideas and Details.</b></p> <p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> | <p><b>EERL.11-12.1.</b> Cite textual evidence to determine where the text leaves matters uncertain.</p> | <p><b>EERL.11-12.1.</b> Cite evidence to support inferences when the text leaves matters uncertain.<br/> Ex. Use two or more pieces of textual evidence to support an inference about missing information in the story.<br/> Ex. Cite events and the outcome of a story to project future possibilities when the author leaves the reader hanging.</p> <p><b>EERL.11-12.1.</b> Cite textual evidence to determine where the text leaves matters uncertain.<br/> Ex. When asked, “What does the story hint at that you wish you knew more about?” the student cites text that provides the hint.</p> <p><b>EERL.11-12.1.</b> Recognize when the text leaves matters uncertain.<br/> Ex. Recognize that information is missing from the story.<br/> Ex. Given a text projected on an interactive whiteboard, highlight the parts of the text that surround missing information.</p> <p><b>EERL.11-12.1.</b> With guidance and support, recognize when a story does not answer a question.<br/> Ex. Identify something you don’t know from the story.<br/> Ex. Identify (via pictures or spoken word) something else not stated you would like to know about a character in the passage.<br/> Ex. Recognize when the story ends so that you don’t know what happens next (e.g., The teacher asks, “What happens next?” referring to the last event in the story and the student responds with a shrug.).</p> |

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| <p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> | <p><b>EERL.11-12.2.</b> Provide a summary of an unfamiliar text.</p>                   | <p><b>EERL.11-12.2.</b> Provide an objective summary of an unfamiliar text.<br/>Ex. When asked to summarize an unfamiliar text “in your own words,” provide an objective summary of the complete text.</p> <p><b>EERL.11-12.2.</b> Provide a summary of an unfamiliar text.<br/>Ex. When asked to summarize a text, provide a summary.<br/>Ex. Provide a written summary of a story.</p> <p><b>EERL.11-12.2.</b> Provide a summary of a portion of a text.<br/>Ex. Before reading a chapter in a book, summarize what has happened so far (e.g., The teacher asks the student to summarize what has happened thus far.).<br/>Ex. While reading a story, summarize what happened (e.g., The teacher stops after reading an important episode and asks the student to summarize what happened.).</p> <p><b>EERL.11-12.2.</b> Identify a title for a text.<br/>Ex. Given an array of possible choices for a text, identify a plausible title.</p> |
| <p><b>RL.11-12.3.</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced</p>   | <p><b>EERL.11-12.3.</b> Explain how characters develop over the course of a story.</p> | <p><b>EERL.11-12.3.</b> Explain how story elements impact how characters develop over the course of the story.<br/>Ex. Explain how the change of the setting impacts the development of the character.<br/>Ex. Explain how events impact the development of a character (e.g., A character’s reaction to something that happens in the story that changes what the character does next.).</p> <p><b>EERL.11-12.3.</b> Explain how characters develop over the course of a story.</p>   |

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| and developed).  |  | <p>Ex. Explain how the character’s feelings change throughout the story.<br/> Ex. Explain how the character’s leadership changes over the course of the story.</p> <p><b>EERL.11-12.3.</b> Describe a character.<br/> Ex. Select several words from an AAC device that describe the character.<br/> Ex. Using a graphic organizer, record words that describe a character.</p> <p><b>EERL.11-12.3.</b> Identify a word that describes a character.<br/> Ex. Identify a word from a list of adjectives that describes the character.</p>  |
| <p><b>Craft and Structure.</b></p> <p><b>RL.11-12.4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> | <p><b>EERL.11-12.4.</b> Determine how words or phrases with multiple meanings have an impact on meaning or tone of a text.</p> | <p><b>EERL.11-12.4.</b> Give two or more examples of how the author’s choices of words and phrases impact the meaning(s) and tone of the story.<br/> Ex. Select examples from the story and explain how the words or phrases impact meaning.<br/> Ex. Choose words or phrases that would change the story if multiple meaning words were substituted.</p> <p><b>EERL.11-12.4.</b> Determine how words or phrases with multiple meanings have an impact on meaning or tone of a text.<br/> Ex. Interpret word meanings within a passage according to connotation (tone, emotion) or context.<br/> Ex. Locate an example that shows how the author’s choice of words impacts the meaning and tone of the story.</p> <p><b>EERL.11-12.4.</b> Identify meaning of multiple meaning words as they are used in a text.<br/> Ex. Identify the meaning of sink and crash when they are used in a book to</p> |

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|   |   | <p>mean descend and done rapidly (e.g., The foundation of his house was starting to <i>sink</i>. He took a <i>crash</i> course to learn how to fix it.).</p> <p><b>EERL.11-12.4.</b> Identify the meaning of words as they are used in a text.<br/>Ex. Identify a picture that represents the meaning of a word as it is used in a text.</p>   |
| <p><b>RL.11-12.5.</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> | <p><b>EERL.11-12.5.</b> Determine how the author’s choice of where to end the story contributes to the meaning.</p> | <p><b>EERL.11-12.5.</b> Explain how the story would be different if the author chose to end it at a different point.<br/>Ex. Stop at different times in a story and determine how the meaning would be different if it ended at a different point.<br/>Ex. Tell how the meaning would be different if the author chose to end it at a different point.</p> <p><b>EERL.11-12.5.</b> Determine how the author’s choice of where to end the story contributes to the meaning.<br/>Ex. Determine how the story would be different if it ended at a different point (e.g., before Scrooge went to visit the Cratchet family).<br/>Ex. Tell how the meaning of the story would change if the author chose to end it at a different point.</p> <p><b>EERL.11-12.5.</b> Identify alternative endings that match the overall meaning of the story.<br/>Ex. After reading a story and demonstrating understanding of the overall meaning, select an alternative ending that would change the meaning of the story from a choice of three.</p> <p><b>EERL.11-12.5.</b> Identify the beginning and ending of a story.<br/>Ex. Using sequence cards, select or point to beginning and ending.</p> |

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| <p><b>RL.11-12.6.</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>  | <p><b>EERL.11-12.6.</b> Identify the intended meaning to match what an author wrote.</p>  | <p><b>EERL.11-12.6.</b> Describe the difference between what the author or a character said and what he or she really meant.<br/>Ex. Given something an author said, select from choices a statement that best describes what the author really meant.</p> <p><b>EERL.11-12.6.</b> Identify the intended meaning to match what an author wrote.<br/>Ex. From choices, select an example of when an author said one thing but meant another (e.g., The author said “That’s just great!” but really meant “That’s not good.”).</p> <p><b>EERL.11-12.6.</b> Recognize the literal meaning of what the author said.<br/>Ex. Identify the picture that best illustrates a sentence written by the author.<br/>Ex. Given choices, identify a word or phrase that means the same thing as what the author intended.</p> <p><b>EERL.11-12.6.</b> Identify something a character said.<br/>Ex. Given choices, identify something a character said.</p> |
| <p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RL.11-12.7.</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry),</p> | <p><b>EERL.11-12.7.</b> Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.</p> | <p><b>EERL.11-12.7.</b> Compare and contrast two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.<br/>Ex. Using a graphic organizer (e.g., a Venn diagram), compare and contrast a story, poem, or drama presented in different ways.<br/>Ex. Given two opinions of what a story’s message is and explain the differences between them.</p> <p><b>EERL.11-12.7.</b> Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or</p>  |

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| evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)   |   | <p>poem.<br/> Ex. Using a graphic organizer, compare two ways that the same character is presented in two different interpretations of the same story (e.g., In the video, this person was bad; in the story, this person was good.).<br/> Ex. Compare two ways that the same event is presented in two different interpretations of the same story (e.g., In the video, the ending is happy; in the story, the ending was sad.).</p> <p><b>EERL.11-12.7.</b> Compare a familiar story with a video version of the same story.<br/> Ex. Using a Venn diagram, find similarities between a familiar story and a video on the same story.</p> <p><b>EERL.11-12.7.</b> Identify the familiar book that matches a video version of the same story.<br/> Ex. After watching a portion of a video based on a familiar story, select the book that matches the video from a selection of two or more books.</p> |
| <b>RL.11-12.8.</b> (Not applicable to literature)   | <b>EERL.11-12.8.</b> N/A  |  |
| <b>RL.11-12.9.</b> Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period | <b>EERL.11-12.9.</b> Compare and contrast elements of American literature to other literary works, self, or one's world. (Compare themes, topics, locations, context, and point of view.) | <p><b>EERL.11-12.9.</b> Analyze how elements of American literature relate to other literary works, self, and the world.<br/> Ex. Analyze themes (e.g., education, family, culture) in American literature and relate them to own experience.<br/> Ex. Analyze themes (e.g., education, family, culture) in American literature and relate them to world literature.</p> <p><b>EERL.11-12.9.</b> Compare and contrast elements of American literature to other literary works, texts, self, or one's world. (Compare themes, topics,</p>   |

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| <p>treat similar themes or topics.</p>   |   | <p>locations, context, and point of view.)<br/> Ex. Compare and contrast common themes across more than one source of American literature (e.g., "What is something you have read about in more than one book or story?").<br/> Ex. Compare and contrast the settings of a work of American literature and another literary works.</p> <p><b>EERL.11-12.9.</b> Compare and contrast elements of American literature to self.<br/> Ex. Compare relationships of characters in the story and their relationships with others (e.g., "He has a friend and I do too.").<br/> Ex. Compare and contrast the setting (time and location) of the story and where they live (e.g., "The story was long ago, not today.").</p> <p><b>EERL.11-12.9.</b> Identify similarities between elements of American literature and self.<br/> Ex. Identify similarities between the character(s) in a piece of American literature and self (e.g., "both boys").<br/> Ex. Identify similarities between the setting in a piece of American literature and where they live (e.g., "trees").</p> |
| <p><b>Range of Reading and Level of Text Complexity.</b></p> <p><b>RL.11-12.10.</b> By the end of grade 11, read and comprehend literature, including stories, dramas,</p> | <p><b>EERL.11-12.10.</b> **This Literature Essential Element references all elements above.</p> |  |



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| and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |                               |                        |

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**Eleventh-Twelfth Grade English Language Arts Standards: Reading (Informational Text)**

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| <p><b>Key Ideas and Details.</b></p> <p><b>RI.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> | <p><b>EERI.11-12.1.</b> Cite textual evidence to determine where informational text leaves matters uncertain.</p> | <p><b>EERI.11-12.1.</b> Cite evidence to show how information that is missing or leaves matters uncertain in the text impacts meaning(s) and purpose.<br/>Ex. Use textual evidence to make inferences about information that is missing or uncertain in the text.<br/>Ex. Describe how claims are used in propaganda to persuade opinions.</p> <p><b>EERI.11-12.1.</b> Cite textual evidence to determine where informational text leaves matters uncertain.<br/>Ex. Use evidence from the text to identify where information is missing or uncertain or ambiguous.<br/>Ex. Cite details as evidence for conjectures about what might happen that was not stated in text (e.g., <i>The man will get the job because he answered all the questions in the interview.</i>).<br/>Ex. Explain how stated information is used to support unstated opinions.<br/>Ex. Tell if people will buy a product of a commercial because the commercial is believable or not.</p> <p><b>EERI.11-12.1.</b> Identify meaning(s) and purpose of the text.<br/><b>Ex.</b> Identify that information is missing from the text.<br/>Ex. Identify the intended audience for the text.</p> <p><b>EERI.11-12.1.</b> Identify types of informational texts.<br/>Ex. Identify one key idea in the text.<br/>Ex. Sequence events in the text.</p> |
| <p><b>RI.11-12.2.</b> Determine two or more central ideas of a</p>  | <p><b>EERI.11-12.2.</b> Provide a summary of an</p>   | <p><b>EERI.11-12.2.</b> Provide a summary of an informational text for a specified purpose.</p>   |

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| text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | informational text.   | <p>Ex. Summarize a newspaper article to use in answering discussion questions about a current event.</p> <p>Ex. Summarize the steps in a laboratory procedure to use in showing how a hypothesis provided by the teacher was tested.</p> <p>Ex. Summarize informational texts to use in classifying them as appropriate and inappropriate sources of information.</p> <p><b>EERI.11-12.2.</b> Provide a summary of an informational text.</p> <p>Ex. Summarize a newspaper article on a current event.</p> <p>Ex. Summarize what they did in a laboratory procedure.</p> <p>Ex. Summarize key events from a historical text.</p> <p><b>EERI.11-12.2.</b> Provide a summary of a portion of a text.</p> <p>Ex. Before reading a chapter in a book, summarize what has happened so far (e.g., The teacher asks the student to summarize what has happened thus far.).</p> <p>Ex. While reading an informational text, summarize what happened (e.g., The teacher stops after reading an important section and asks the student to summarize what happened.).</p> <p><b>EERI.11-12.2.</b> Identify forms of media.</p> <p>Ex. Name the types of media (e.g., “Which one is a newspaper?”).</p> <p>Ex. Describe the type of information presented in media.</p> |
| <b>RI.11-12.3.</b> Analyze a complex set of ideas or sequence of events and explain how specific  | <b>EERI.11-12.3.</b> Explain how specific events develop over the course of the text. | <p><b>EERI.11-12.3.</b> Explain how several events develop and interact over the course of the text.</p> <p>Ex. Explain the impact of event A on event B in the text.</p> <p>Ex. Infer what would happen in the text if event A did not occur.</p>  |

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| <p>individuals, ideas, or events interact and develop over the course of the text.</p> |   | <p><b>EERI.11-12.3.</b> Explain how specific events develop over the course of the text.<br/> Ex. Explain how the actions of one individual result in the actions of another individual (e.g., “The man robbed a bank so the policeman arrested him.”).<br/> Ex. Given a series of statements from an informational text reflecting how one action led to another, put them in correct sequence.</p> <p><b>EERI.11-12.3.</b> Identify the relationship between events in an informational text.<br/> Ex. Identify an event from an informational text that resulted from a previous event (e.g., Given a picture of lava running down the side of a mountain, the student selects from two choices a picture of a volcano exploding.).<br/> Ex. Given an event from an informational text, match it to the next likely occurrence.</p> <p><b>EERI.11-12.3.</b> Match informational sources.<br/> Ex. Match historical documents on the same topic (e.g., similar words in title or heading).<br/> Ex. Match media danger warnings (e.g., radio or television for tornados) to warning signs (e.g., Directions to go to basement during a tornado warning.).</p> |
| <p><b>Craft and Structure.</b><br/><br/> <b>RI.11-12.4.</b> Determine the</p>          | <p><b>EERI.11-12.4.</b> Determine the meaning of words or phrases within an</p> | <p><b>EERI.11-12.4.</b> Determine the meaning of phrases used in an informational text.<br/> Ex. Match figurative drawings with meanings.</p>   |

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| <p>meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> | <p>informational text.</p>   | <p>Ex. Explain how word choice impacts the meaning and purpose of an informational text (e.g., using words like <i>danger</i> tells the reader the text is about safety).</p> <p><b>EERI.11-12.4.</b> Determine the meaning of words or phrases within an informational text.<br/> Ex. Identify words or phrases with multiple meanings.<br/> Ex. Use context to determine the meaning of words in an informational text.</p> <p><b>EERI.11-12.4.</b> Identify the meaning of words.<br/> Ex. Given more than one meaning, match words with their meanings.<br/> Ex. Given more than one picture, match words with the appropriate picture that best demonstrates the meaning of the word.<br/> Ex. Identify informational words important to the student (e.g., <i>library, computer, textbooks, study hall</i>, and other content-specific vocabulary.).</p> <p><b>EERI.11-12.4.</b> Match a word to a picture from a text.<br/> Ex. Match a word to a picture, drawing, or sketch.</p> |
| <p><b>RI.11-12.5.</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and</p>   | <p><b>EERI.11-12.5.</b> Determine how the author’s choice of where to make an argument contributes to the meaning.</p> | <p><b>EERI.11-12.5.</b> Explain how the author’s choice of structure makes an argument more convincing.<br/> Ex. Read or listen to an informational text and indicate which phrases support the author’s argument and tell how those phrases make the author’s argument more convincing.</p> <p><b>EERI.11-12.5.</b> Determine how the author’s choice of where to make an argument contributes to the meaning.</p>   |

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| engaging.   |   | <p>Ex. Show where in an informational text an author makes an argument and tell how that choice makes the argument more convincing (e.g., You pay attention to details because the argument is up-front instead of being put in the middle.).</p> <p>Ex. Identify transitional words that allow the reader to follow the argument the author is making (e.g., <i>first, then, next, and last</i>).</p> <p><b>EERI.11-12.5.</b> Identify key words that support author's choice of structure.</p> <p>Ex. Read or listen to a story and identify the key words in an informational text.</p> <p>Ex. Given word choices, identify the bold or italicized words.</p> <p><b>EERI.11-12.5.</b> Identify bold words.</p> <p>Ex. Point to or otherwise indicate words that are in bold type in a text.</p> |
| <p><b>RI.11-12.6.</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> | <p><b>EERI.11-12.6.</b> Determine how the author's style affects the purpose of the text.</p> | <p><b>EERI.11-12.6.</b> Determine the author's point of view and explain how the author's style affects the purpose of the text.</p> <p>Ex. Identify key words or phrases that demonstrate the author's opinions.</p> <p>Ex. Describe the author's feelings on the subject and select words or phrases that exemplify the author's style.</p> <p><b>EERI.11-12.6.</b> Determine how the author's style affects the purpose of the text.</p> <p>Ex. Select word choice from the text that suggest its purpose (e.g., <i>happy, sad, excited, danger, warning, caution</i>).</p> <p>Ex. Select words or phrases that exemplify the author's style.</p> <p><b>EERI.11-12.6.</b> Determine an author's purpose.</p>  |

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|  |   | <p>Ex. “What is the author trying to tell you?”</p> <p>Ex. Given choices (e.g., <i>to tell how to do something, to keep people safe</i>), answer, “Why do you think the author wanted to write this?”</p> <p><b>EERI.11-12.6.</b> Identify the purpose of informational text.</p> <p>Ex. Identify what information a graph depicts (e.g., meaning of warning signs).</p> <p>Ex. Given a word and a choice of purpose, identify the purpose (e.g., danger, location name, directions).</p>   |
| <p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> | <p><b>EERI.11-12.7.</b> Analyze information presented in different media on related topics to answer questions or solve problems.</p> | <p><b>EERI.11-12.7.</b> Compare and analyze information presented from different media to answer questions or solve problems.</p> <p>Ex. Compare information from two computer or digital sources to determine the best information to complete research to answer questions or solve problems.</p> <p>Ex. Compare information for two types of media and determine which best answers the questions or solves the problem.</p> <p><b>EERI.11-12.7.</b> Analyze information presented in different media on related topics to answer questions or solve problems.</p> <p>Ex. Use visuals to answer questions.</p> <p>Ex. Use a computer or digital device to answer questions or complete research to answer questions.</p> <p><b>EERI.11-12.7.</b> Use visually presented material to answer questions.</p> <p>Ex. Select a picture that indicates an answer to questions.</p> <p>Ex. Use visuals to illustrate answers to questions or identify key</p> |

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|   |   | <p>information from text.<br/>Ex. Use graphics to answer questions.</p> <p><b>EERI.11-12.7.</b> Attend to text in various media.<br/>Ex. Track information presented on a computer screen.<br/>Ex. Follow directions from a basic instructional video.</p>  |
| <p><b>RI.11-12.8.</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> | <p><b>EERI.11-12.8.</b> Explain how U.S. texts inform citizens' rights.</p> | <p><b>EERI.11-12.8.</b> Evaluate and explain how U.S. texts inform citizens' rights to advocate.<br/>Ex. Participate in discussion about citizens' rights.<br/>Ex. Create classroom or school rights.<br/>Ex. Explain how citizens' rights outlined in U.S. documents impact society (past and present).</p> <p><b>EERI.11-12.8.</b> Explain how U.S. texts inform citizens' rights.<br/>Ex. Given a right stated in a U.S. text, explain what it means to the student.<br/>Ex. Illustrate or select clipart to illustrate a right of U.S. citizens provided by the government.<br/>Ex. Discuss the relationship between historical U.S. documents and self.</p> <p><b>EERI.11-12.8.</b> Identify U.S. citizens' rights.<br/>Ex. Given choices and examples, select their rights.<br/>Ex. Given examples of actions, identify those that a person has the right to do.</p> <p><b>EERI.11-12.8.</b> Recognize U.S. citizens' rights.<br/>Ex. Given representations of actions and asked if the person has a right to</p> |



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|   |   | do it (e.g., person hitting someone, person taking something from someone, person going to school, person crossing a street on a walking signal), answers “yes” or “no”.   |
| <b>RI.11-12.9.</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. | <b>EERI.11-12.9.</b> Determine the purposes of foundational U. S. documents of historical significance. | <p><b>EERI.11-12.9.</b> Compare and contrast foundational U.S. documents of historical significance for their purposes.<br/>Ex. Shown two historical documents (e.g., Bill of Rights and Constitution) and discussing their purpose with the teacher, indicate the common theme of the historical documents (e.g., rights, freedom).</p> <p><b>EERI.11-12.9.</b> Determine the purposes of foundational U.S. documents of historical significance.<br/>Ex. Given choices, match the Declaration of Independence to its purpose of separating from England/becoming our own nation.<br/>Ex. Given choices, match the Bill of Rights to its purpose of giving rights to U.S. citizens.</p> <p><b>EERI.11-12.9.</b> Identify important U.S. documents.<br/>Ex. When given choices, select significant U.S. documents (e.g., Bill of Rights, Declaration of Independence).</p> <p><b>EERI.11-12.9.</b> Match significant U.S. documents with their representations.<br/>Ex. When given visuals of significant U.S. documents, match pictures with the same document.</p> |
| <b>Range of Reading and Level of Text Complexity.</b>   | <b>EERI.11-12.10.</b> **This Essential Element  |  |

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| <b>RI.11-12.10.</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | references all elements above. |                        |

# Eleventh-Twelfth Grade English Language Arts Standards: Writing

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| <p><b>Text Types and Purposes.</b></p> <p><b>W.11-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for</p> | <p><b>EEW.11-12.1.a-b.</b> Write to express an opinion with supporting information about a topic or text and a concluding statement.</p> | <p><b>EEW.11-12.1.a-b.</b> Write an argument to support a claim, introduce counter claims, and provide reasons or evidence from multiple sources.<br/>Ex. Write a claim about something happening at school (e.g., <i>The team is good.</i>), an argument to support the claim (e.g., <i>Joe is on the team.</i>), and a reason (e.g., <i>He is good.</i>) and introduce a counterclaim (e.g., <i>The team is not winning.</i>).<br/>Ex. Write a claim (e.g., <i>Government class is bad.</i>) and an argument to support it (e.g., <i>It's too hard.</i>) with a reason (e.g., <i>too many new words</i>) and introduces a counterclaim (e.g., <i>Government class talks are fun.</i>).</p> <p><b>EEW.11-12.1.a-b.</b> Write to express an opinion with supporting information about a topic or text and a concluding statement.<br/>Ex. Write about a personal opinion and give more than one reason supporting the claim.<br/>Ex. Given a statement, express agreement or disagreement and give more than one reason why.</p> <p><b>EEW.11-12.1.a-b.</b> Write a claim and an argument to support it with one clear reason or piece of evidence.<br/>Ex. Write a claim about something happening at school (e.g., <i>The team is good.</i>), an argument to support the claim (e.g., <i>Joe is on the team.</i>), and a reason (e.g., <i>He is good.</i>).<br/>Ex. Write a claim (e.g., <i>No running in the halls.</i>), an argument to support it (e.g., <i>It is the rule.</i>), and a reason (e.g., <i>Someone will get knocked down.</i>).</p> <p><b>EEW.11-12.1.a-b.</b> With guidance and support, write a claim.<br/>Ex. Use a ready-made set-up in multimedia software to choose words to</p> |

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| each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.  |                               | <p>write a claim.</p> <p>Ex. Following a teacher-led small-group discussion, during which the teacher adds key words to a chart, choose an argument from two positions (e.g., Technology is great. Technology is making us stupid.), and write, using word prediction software and a talking word processor, along with teacher guidance and support as needed, ideas to support the claim.</p> |
| c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | <b>EEW.11-12.1.c.</b> N/A     |   |
| d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the  | <b>EEW.11-12.1.d.</b> N/A     |   |
| e. Provide a concluding statement or section   | <b>EEW.11-12.1.e.</b> N/A     |   |

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| that follows from and supports the argument presented.  |   |   |
| <p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic</p> | <p><b>EEW.11-12.2.a-b.</b> Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.</p> | <p><b>EEW.11-12.2.a-b.</b> Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.</p> <p>Ex. Research a topic of interest and write about it using evidence from several texts.</p> <p>Ex. Write about a topic of interest drawing on evidence from several websites and incorporating graphics to support meaning.</p> <p>Ex. Write about an assigned topic including three or more facts or concrete details drawn from multiple sources.</p> <p><b>EEW.11-12.2.a-b.</b> Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.</p> <p>Ex. Write a short report for a class including illustrations or clipart to support understanding.</p> <p>Ex. Write to describe a school sporting event saying who was involved (<i>coach, team, kids</i>) and what happened (<i>hard game, we won</i>).</p> <p><b>EEW.11-12.2.a-b.</b> With guidance and support, write to convey ideas and information.</p> <p>Ex. Given choices and a variety of writing tools, complete a writing sample about a given subject or topic.</p> <p>Ex. Organize three topically related pictures from a choice of several, and with teacher guidance and support as needed, write about a preferred</p> |

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| thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |                               | topic using the pictures to guide thinking, word prediction software to assist spelling, and a talking word processor to monitor idea construction. |
| c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.                                | <b>EEW.11-12.2.c.</b> N/A     |   |
| d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the  | <b>EEW.11-12.2.d.</b> N/A     |   |

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| topic.  |  |   |
| e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   | <b>EEW.11-12.2.e.</b> N/A  |   |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).                                      | <b>EEW.11-12.2.f.</b> N/A  |   |
| <b>W.11-12.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.<br>a. Engage and orient the reader by setting out a | <b>EEW.11-12.3.</b> Select an event or personal experience and write about it.<br>a-c. Introduce an experience or situation, at least one character, and describe multiple | <b>EEW.11-12.3.a-c.</b> Introduce an experience or situation including multiple characters and the description of multiple events in sequence.<br>Ex. Provide an introduction of a problem, situation, or event; introduce multiple characters; and use simple sentences to write about multiple events.<br>Ex. After reading and discussing a non-fiction text, write a summary about an event, the situation, the actors, and the actions.<br><b>EEW.11-12.3.a-c.</b> Introduce an experience or situation, at least one character, and describe multiple events in sequence. |

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| <p>problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense,</p> | <p>events in sequence.</p>    | <p>Ex. Provide an introduction of a problem, situation, or event; introduce the narrator or characters; and use sequencing to establish tone and outcomes (e.g., a sense of mystery, suspense, growth, and resolution).</p> <p>Ex. Produce a writing sample that describes a recent or imagined event of interest (e.g., vacation, field trip, walk on the moon, flying in the air) including characters and descriptions of multiple events in sequence.</p> <p>Ex. After reading and discussing a history or science text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes in a talking word processor into a summary about an event (e.g., immigrants coming to America), the situation (not enough food), the actors (immigrants), the actions (got in ship, come to America, get jobs).</p> <p><b>EEW.11-12.3.a-c.</b> Introduce an experience or situation describing at least one character and one event.</p> <p>Ex. Provide an introduction of a situation or event, introduce a character, and relate one thing that happened.</p> <p>Ex. Produce a writing sample that describes a recent event of interest (e.g., vacation, field trip, science class experiment) including a character and describing one thing that happened.</p> <p>Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about &lt;event&gt;. The immigrants &lt;did what two things&gt; because &lt;what did they want&gt;.).</p> <p><b>EEW.11-12.3.a-c.</b> With guidance and support, write about a personal experience.</p> <p>Ex. Use word prediction software and teacher support and guidance (e.g.,</p> |



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| growth, or resolution).   |                               | <p>The teacher asks, “Where did you go? What did you see? Hear? Do?”) to write about a vacation, selecting pictures of the people who went (<i>mom, dad, and me</i>) and events (<i>beach, swimming, and fishing</i>).</p> <p>Ex. Use words or symbols provided by the teacher to write about daily events.</p> <p>Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (<i>Go farm. Happy.</i>), which the teacher will write below the photo and read aloud as the student observes.</p> <p>Ex. With teacher guidance and support as needed throughout every step of the process: select three digital photos of a recent field trip, brainstorm words and ideas about what happened with a small group of peers, entering the ideas in a graphic organizer, convert the graphic to a text outline, and write under each picture what happened, using word prediction software with a topic dictionary related to the experience and a talking word processor.</p> |
| d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | <b>EEW.11-12.3.d.</b> N/A     |   |
| e. Provide a conclusion that follows from and reflects on what is experienced, observed,  | <b>EEW.11-12.3.e.</b> N/A     |   |

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| or resolved over the course of the narrative.   |   |  |
| <p><b>Production and Distribution of Writing.</b></p> <p><b>W.11-12.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <p><b>EEW.11-12.4.</b> Produce writing that is appropriate to a particular task, purpose, and audience.</p> | <p><b>. EEW.11-12.4.</b> Produce writing that is appropriate to a particular task, purpose, and audience.<br/> Ex. Complete a job application using a talking word processor.<br/> Ex. Make a list of things to pack for a trip using a talking word processor with word prediction software.<br/> Ex. Write a friendly letter to a friend.<br/> Ex. Use a form to write a note complaining about service to a business.</p> <p><b>EEW.11-12.4.</b> With guidance and support, produce writing that is appropriate to the task, purpose, or audience.<br/> Ex. Use a set of guidelines, word prediction software, and a talking word processor to write a friendly letter with a greeting, body, and a closing.<br/> Ex. Fill in words on a complaint form to a business using a word bank provided by a teacher.<br/> Ex. Make a list of three or four steps needed to complete a cooking task by responding to questions in graphic organizer software (e.g., List all the things you did. What did you do first? What did you do next? What was the last thing you did?), which is then converted to a text outline and imported into a talking word processor, where students expand on the notes and check accuracy.</p> <p><b>EEW.11-12.4.</b> With guidance and support, write.<br/> Ex. Given choices and a variety of adaptive writing tools, complete a writing sample (word or words) about a given subject or topic.<br/> Ex. Use photos to prompt topic focus and a keyboard to type letters to</p> |

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|   |  | <p>type interactively with a peer who provides a model by writing conventionally but simply.</p> <p>Ex. Use multiple message voice output device interfaced with a computer and help from an adult who navigates to the desired page to make a list of free choice activities and then types letter-by-letter about each activity.</p>  |
| <p><b>W.11-12.5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> | <p><b>EEW.11-12.5.</b> Develop and strengthen writing as needed by planning, revising, editing, and rewriting.</p> | <p><b>EEW.11-12.5.</b> Develop and strengthen writing as needed by planning, revising, editing, and rewriting for a specific purpose and audience.</p> <p>Ex. Complete the writing process and use various resources for revising (e.g., peer and teacher feedback, rereading with a talking word processor), and editing (e.g., a word wall, spell check, word prediction software) to complete writings for various purposes.</p> <p>Ex. Edit a writing sample using various resources to make the sample more descriptive.</p> <p><b>EEW.11-12.5.</b> Develop and strengthen writing as needed by planning, revising, editing, and rewriting.</p> <p>Ex. With teacher guidance and support upon request, complete the writing process and use various resources for revising (e.g., peer and teacher feedback, rereading with a talking word processor), and editing (e.g., a word wall, spell check, word prediction software) to complete writings for various purposes.</p> <p>Ex. Use the writing process and various resources to summarize information to make it clear.</p> <p><b>EEW.11-12.5.</b> Develop and strengthen writing by planning and writing.</p> <p>Ex. With teacher guidance and support as needed, after reading a science text, work with a classmate to take notes in graphic organizer software,</p> |

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|                              |                               | <p>convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise as a summary of learning based on peer feedback.</p> <p>Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down.</p> <p>Ex. Fill in an outline before beginning the writing process (topic, three details, and conclusion) and use it to write.</p> <p>Ex. Work with peers to plan a written report of their research project. Each takes turns reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it.</p> <p><b>EEW.11-12.5.</b> With guidance and support, develop and strengthen writing by planning and revising.</p> <p>Ex. Complete a graphic organizer with a peer, a group, or an adult and use it to add more information to a writing sample, and add new information based on specific teacher feedback.</p> <p>Ex. With teacher guidance and support, word prediction software (e.g., The teacher asks, “What sound do you hear at the beginning of <i>cat</i>?”), talking word processor (e.g., The teacher says, “It said <i>car</i>. I thought you were trying to write <i>cat</i>. What can we change to make it say <i>cat</i>? What else can you say about the <i>cat</i>?”), write about familiar pictures from a favorite text, and, following peer feedback, repeat the process the next day.</p> |
| <b>W.11-12.6.</b> Use        | <b>EEW.11-12.6.</b> Use       | <b>EEW.11-12.6.</b> Use technology, including the Internet, to produce, publish,  |

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| <p>technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> | <p>technology, including the Internet, to produce, publish and update an individual or shared writing project.</p> | <p>revise, and update individual writing products based on feedback.<br/> Ex. Use technology to update, edit, and revise a piece of own writing.<br/> Ex. Use talking word processor to listen to first draft and decide what information to add, spell check and grammar check to edit, and then export digital draft to class wiki.<br/> Ex. Having published a draft in a digital writing environment (e.g., website, wiki, blog), review comments of classmates about the draft, download it to a talking word processor with word prediction software, revise it based on the feedback, and upload back to the digital writing environment.</p> <p><b>EEW.11-12.6.</b> Use technology, including the Internet, to produce, publish, and update an individual or shared writing project.<br/> Ex. Use technology with peers to complete a shared electronic writing product and print it out (e.g., a list of tasks to complete a project, a short report).<br/> Ex. Use technology to fill in a writing frame (e.g., letter, application) to produce individual writing.<br/> Ex. Compose a text in comic software, export it to a talking word processor to check for meaning, revise, and re-upload.<br/> Ex. Use word prediction software to make entries in the class blog or wiki on various topics.</p> <p><b>EEW.11-12.6.</b> Use technology, including the Internet, to produce an individual or shared writing project.<br/> Ex. After reviewing and discussing a shared writing product, add sentences to complete an electronic shared writing product and print it out.<br/> Ex. Use technology to add a sentence in an electronic shared writing product.</p> |

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|  |  | <p>Ex. Use online communication software to text message with an e-buddy in another classroom or school.</p> <p>Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.</p> <p><b>EEW.11-12.6.</b> Use technology to produce a writing sample.</p> <p>Ex. Use a computer to produce a writing sample.</p> <p>Ex. Use a keyboard to type letters and words interactively with a peer or adult who types simple, conventionally spelled messages.</p> <p>Ex. Use a keyboard programmed for only alphabet letters and a space bar, word prediction software, and a talking word processor with a peer model to take turns typing text messages in instant messaging software.</p> |
| <p><b>Research to Build and Present Knowledge.</b></p> <p><b>W.11-12.7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating</p> | <p><b>EEW.11-12.7.</b> Conduct short research projects to answer questions posed by self and others using multiple sources of information.</p> | <p><b>EEW.11-12.7.</b> Conduct research projects to answer questions posed by self and others using multiple sources of information.</p> <p>Ex. Interact with a variety of websites using a screen reader to access the information in order to answer questions posed by the teacher and generate additional questions of his or her own.</p> <p>Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they do so.</p> <p><b>EEW.11-12.7.</b> Conduct short research projects to answer questions posed by self and others using multiple sources of information.</p> <p>Ex. Interact with a variety of websites using a screen reader to access the</p>                                    |

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| understanding of the subject under investigation. |                               | <p>information in order to answer question posed by the teacher and to generate two additional questions.<br/> Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a website and a book to answer questions they posed in the W column and take notes in the L column as they do so.</p> <p><b>EEW.11-12.7.</b> Conduct short research projects to answer questions using one or more sources of information.<br/> Ex. Read a text posted on an interactive whiteboard, highlight the answer to a question posed by the teacher, and then use word prediction software to comment on the highlighted information.<br/> Ex. Given a question and text posted on an interactive whiteboard, research to find the answer to a question and highlight the answer, and then using word prediction software and a talking word processor elaborate on the highlighted information.</p> <p><b>EEW.11-12.7.</b> With guidance and support, answer questions based on a text or other source of information.<br/> Ex. With guidance and support, answer a yes or no question about an experience described in a text, and then use an adapted keyboard with only alphabet letters, a space bar, and a period along with word prediction software and a talking word processor to type letters and words to expand their answer.<br/> Ex. With guidance and support, answer multiple-choice questions about information provided in a text and then use an adapted keyboard with only alphabet letters, a space bar, and a period along with word prediction software and a talking word processor to type letters and words to expand</p> |

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|   |   | their answer.   |
| <p><b>W.11-12.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> | <p><b>EEW.11-12.8.</b> Select information from multiple sources and use the information to write answers to research questions.</p> | <p><b>EEW.11-12.8.</b> Select information, including quotes, from multiple sources and use the information to write answers to research questions.<br/>Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, select information about the topic and use the information to answer questions using direct quotes from the websites.<br/>Ex. Given a problem and bookmarked websites, use at least two sources to show a solution to the problem.</p> <p><b>EEW.11-12.8.</b> Select information from multiple sources and use the information to write answers to research questions.<br/>Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, use a screen reader to read the sites and select information about the topic. Then, use the information to answer questions.</p> <p><b>EEW.11-12.8.</b> With guidance and support, select information from multiple sources and use the information to write answers to research questions.<br/>Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site and copy/paste information to answer the questions.<br/>Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site, listen and read the information with a screen reader, and use word prediction software with a talking word processor to write their answers.</p> |



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|  |  | <p><b>EEW.11-12.8.</b> With guidance and support, use information from one source to answer a question.</p> <p>Ex. Given a guiding question, use a single message voice output communication device to say, “That’s it” when the teacher reads something from a teacher-selected text that answers the question, and then use an adapted keyboard with only alphabet letters, a space bar, and a period along with word prediction software and a talking word processor to type letters and words to expand their answer.</p> <p>Ex. With teacher guidance and support as needed with any of the steps: given a topic, a single bookmarked website, a <i>what</i> or <i>where</i> question, use a screen reader to listen to and read the information at the site, and use word prediction software with a talking word processor and adapted keyboard presenting only alphabet letters, a space bar, and a period, write an answer.</p> |
| <p><b>W.11-12.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-</p> | <p><b>EEW.11-12.9.</b> Cite evidence from literary or informational texts.</p> <p>a. Apply <i>Grades 11-12 Essential Elements for Reading Standards</i> to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare</p> | <p><b>EEW.11-12.9.a.</b> Apply <i>Grades 11-12 Essential Elements for Reading Standards</i> to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).</p> <p>Ex. Write to compare and contrast common themes across more than one source of American literature (e.g., “What is something you have read about in more than one book or story about this topic?”).</p> <p>Ex. Use a compare/contrast template in graphic organizing software to generate ideas about two texts, convert the graphic to text format, and expand the ideas into narrative form.</p> <p><b>EEW.11-12.9.a.</b> With guidance and support, apply <i>Grades 11-12 Essential</i></p>  |

| Alaska Grade-Level Standards   | Alaska-DLM Essential Elements   | Instructional Examples   |
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| <p>twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> | <p>themes, topics, locations, context, and point of view].”).</p>                   | <p><i>Elements for Reading Standards</i> to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).<br/>Ex. Given a variety of writing tools, write to compare relationships of characters in the story and their relationships with others.</p> <p><b>EEW.11-12.9.a.</b> With guidance and support from adults and peers, participate in shared writing activities that apply <i>Grades 11-12 Essential Elements for Reading Standards</i> to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).<br/>Ex. Use adaptive writing tools to write a caption for an illustration from a piece of American literature that is similar to something familiar in one’s own world.<br/>Ex. After reading two very basic texts on similar topics, indicate “same” or “different” as the teacher displays two pages, focusing first on the illustrations and later on the text content, and the teacher adds the responses to a chart.<br/>Ex. After listening to an e-buddy read aloud a simple text over Internet videoconferencing, exchange e-mails in which the e-buddy includes references to themes, topics, etc. in each message. Then, identify it with teacher guidance and support, and using word prediction software and a talking word processor, type a message indicating the text line and page of the reference or quote and a comment about it.</p> |
| <p>a. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction</p>   | <p><b>EEW.11-12.9.b.</b> Apply <i>Essential Elements of Grade 11-12 Reading</i></p> | <p><b>EEW.11-12.9.b.</b> Apply <i>Essential Elements of Grade 11-12 Reading Standards</i> to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”).</p>  |

| Alaska Grade-Level Standards  | Alaska-DLM Essential Elements   | Instructional Examples   |
|---|---|--|
| <p>(e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p> | <p><i>Standards</i> to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”).</p> | <p>Ex. Given a right, write a statement about what it means to the student.</p> <p>Ex. Illustrate or select photos from a public domain website to illustrate a right provided by the government and write a caption for the illustration.</p> <p><b>EEW.11-12.9.b.</b> With guidance and support, apply <i>Essential Elements of Grade 11-12 Reading Standards</i> to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”).</p> <p>Ex. Given choices and examples, select their rights and write a phrase about one that is important to them using any technologies required for independence.</p> <p>Ex. Given examples of actions, identify those that a person has the right to do and write an example of it using the choices provided and any technologies required for independence.</p> <p><b>EEW.9-10.9.b.</b> With guidance and support from adults and peers, participate in shared writing activities that apply <i>Essential Elements of Grade 11-12 Reading Standards</i> to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”).</p> <p>Ex. Use voice output communication devices to interact with peers during collaborative writing projects asking them to read aloud and point to text as they do so, and indicating “yes” or “no” to keep the information in the text. For “no” responses, peers will defend evidence with text references or eliminate as directed.</p> <p>Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project.</p> |
| <b>Range of Writing.</b>  | <b>EEW.11-12.10.</b> Write  | <b>EEW.11-12.10.</b> Write routinely over extended time frames (time for   |

| Alaska Grade-Level Standards  | Alaska-DLM Essential Elements   | Instructional Examples   |
|---|---|--|
| <p><b>W.11-12.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> | <p>routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.</p> | <p>research, reflection, and revision) for a range of tasks, purposes, and audiences.<br/> Ex. Complete documents important for career (e.g., job applications, letter of introduction, resume).<br/> Ex. Use online, interactive writing environments to write entries, comments, and questions about shared interests.</p> <p><b>EEW.11-12.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.<br/> Ex. Keep a journal.<br/> Ex. Correspond regularly with a pen pal or e-pal.<br/> Ex. Complete in-class assignments.</p> <p><b>EEW.11-12.10.</b> Write routinely for a range of tasks, purposes, and audiences.<br/> Ex. Using word prediction software, a topic-specific dictionary, and a talking word processor, write notes to the school principal and the teacher about an upcoming event.<br/> Ex. Using word prediction software, a topic-specific dictionary, and a talking word processor, complete a short research report and then review and revise it.<br/> Ex. With word prediction software, write labels to go with a display for a group research project.</p> <p><b>EEW.11-12.10.</b> With guidance and support, write for a variety of purposes and audiences.<br/> Ex. Given a variety of adaptive writing tools, participate in group writing</p> |

| Alaska Grade-Level Standards | Alaska-DLM Essential Elements | Instructional Examples  |
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|                              |                               | <p>projects.</p> <p>Ex. After shared reading of an informational passage and nodding to agree when the teacher repeats a statement from the passage, use a multiple message voice output device with a peer who helps navigate to the appropriate page to give feedback to peers who are sharing their writing. This feedback is written by peers on their drafts and read aloud via a talking word processor, screen reader, or a peer to the student.</p> <p>Ex. Given photos of experience, with teacher guidance and support, choose an e-mail header (e.g., Trip to the Museum, Making Salsa), use word prediction software and a talking word processor to write about the pictures and the experience, and send the pictures and writing as e-mail attachments to the e-pal.</p> |

# Eleventh-Twelfth Grade English Language Arts Standards: Speaking and Listening

| Alaska Grade-Level Standards   | Alaska-DLM Essential Elements  | Instructional Examples  |
|--|--|---|
| <p><b>Comprehension and Collaboration.</b></p> <p><b>SL.11-12.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> | <p><b>EESL.11-12.1.</b> Initiate and participate in collaborative discussions.</p> <p>a. Prepare for discussions by collecting information on the topic.</p> | <p><b>EESL.11-12.1.a.</b> Prepare for discussions by collecting information on the topic and referring to it in the discussion.</p> <p>Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic, and then refer to that list during a discussion on the topic.</p> <p>Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information, and then refer to that highlighted information during a discussion on the topic.</p> <p>Ex. In preparation for a discussion, preprogram information about a topic on a multiple message voice output device and then use the preprogrammed messages during a discussion.</p> <p><b>EESL.11-12.1.a.</b> Prepare for discussions by collecting information on the topic.</p> <p>Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic.</p> <p>Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information.</p> <p><b>EESL.11-12.1.a.</b> Prepare for discussions by collecting information on the topic with a group.</p> <p>Ex. In preparation for a discussion, work with a peer or group of peers reading and/or listening to text or other multiple media sources to create a list of facts about an assigned topic.</p> <p>Ex. In preparation for a discussion, work with a peer or group of peers to read with text displayed on an interactive whiteboard and highlight important information.</p> |

| Alaska Grade-Level Standards   | Alaska-DLM Essential Elements   | Instructional Examples   |
|--|---|--|
|  |   | <p><b>EESL.11-12.1.a.</b> With guidance and support, prepare for a discussion by previewing pre-stored messages and then share those messages during the discussion.</p> <p>Ex. In preparation for a discussion, practice selecting four different messages from a multiple message voice output device programmed by the teacher, and then share the messages during a discussion.</p> <p>Ex. In preparation for a discussion, preview a message on a single message voice output device programmed by a peer by activating the message and attending to the peer's explanation, and then activate the message during the ensuing group discussion.</p>   |
| <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> | <p><b>EESL.11-12.1.b.</b> Work with peers to set rules, goals, and deadlines to promote democratic discussions.</p> | <p><b>EESL.11-12.1.b.</b> Work with peers to set rules, goals, and deadlines to promote democratic discussions.</p> <p>Ex. At the beginning of a discussion with peers, select from a list the rules that the group will follow and agree upon goals and deadlines based upon the teacher's assignment.</p> <p>Ex. During the initial stages of a discussion with peers, suggest a rule (e.g., take turns) and a goal (e.g., select pictures).</p> <p><b>EESL.11-12.1.b.</b> Work with peers to set rules for discussions.</p> <p>Ex. Contribute own ideas (e.g., take turns) during a discussion of group rules, agree upon the rules the group decides.</p> <p>Ex. Work with peers to select rules they will follow from a list of possibilities.</p> <p><b>EESL.11-12.1.b.</b> Follow rules during discussions with peers.</p> <p>Ex. Take turns during the discussion by both listening to others and adding</p> |

| Alaska Grade-Level Standards  | Alaska-DLM Essential Elements   | Instructional Examples  |
|---|---|---|
|   |   | <p>own comments.</p> <p>Ex. Ask questions when he or she needs clarification using preprogrammed questions on a multiple message communication device.</p> <p>Ex. Respond “yes” or “no” (vocalization, gesture, eye gaze, voice output device) when asked to vote as to whether or not to include a rule for group discussions.</p>   |
| <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> | <p><b>EESL.11-12.1.c.</b> Ask and answer questions to verify or clarify own ideas and understandings during a discussion.</p> | <p><b>EESL.11-12.1.c.</b> Ask and answer questions to verify or clarify ideas and understandings gained from content reading during discussions.</p> <p>Ex. Participate in a discussion on an assigned topic and ask questions to clarify or verify comments by peers (e.g., “What did you mean?” “Where did you find out?”) and responding to questions to clarify own comments (e.g., “I don’t know.” “I read about it in the newspaper.”).</p> <p><b>EESL.11-12.1.c.</b> Ask and answer questions to verify or clarify own ideas and understandings during a discussion.</p> <p>Ex. Participate in a discussion on an assigned topic and ask questions to clarify or verify understanding of comments by peers (e.g., “What did you mean?” “Where did you find out?”) and respond to questions to clarify own comments (e.g., “I don’t know.” “I saw it in this movie.”).</p> <p>Ex. While participating in a discussion, ask questions while peers are speaking to clarify their comments (e.g., “What does that mean?”) and answer questions posed by peers to verify own information (e.g., “Let me show you.”).</p> <p><b>EESL.11-12.1.c.</b> Ask and answer questions during a discussion.</p> <p>Ex. During a discussion, use preprogrammed questions on a multiple message voice output device to ask questions or peers (e.g., “Why?” “When did that happen?” “How do you know?”) and respond to questions</p> |



| Alaska Grade-Level Standards   | Alaska-DLM Essential Elements  | Instructional Examples  |
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|  |  | <p>by pointing to prepared responses or using the device to construct responses.</p> <p>Ex. During a discussion, answer questions about own contributions (e.g., Peer asks “What else do you know?” The student responds with another piece of information.) and ask questions of others (e.g., “Then what happened?”).</p> <p><b>EESL.11-12.1.c.</b> With guidance and support, ask or answer questions during a discussion.</p> <p>Ex. Answer questions posed by peers during a discussion (e.g., “yes” or “no,” single words, activate a voice output device with preprogrammed messages, point to a picture).</p> <p>Ex. Ask peers questions during a discussion (e.g., single words such as <i>who</i>, <i>what</i>, <i>where</i>; single word with a rising intonation; activating a voice output device with preprogrammed messages, “Can you tell me more?”).</p> |
| <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the</p> | <p><b>EESL.11-12.1.d.</b> Restate comments or claims made by others during a discussion.</p> | <p><b>EESL.11-12.1.d.</b> Summarize comments or claims made by others during a discussion.</p> <p>Ex. Briefly summarize comments and claims made by others when a new peer joins the discussion.</p> <p>Ex. Summarize comments and claims made by peers for a teacher at the end of the discussion (e.g., “We want to go bowling on Friday. We think we have enough money. We can take the bus. It will be fun.”).</p> <p><b>EESL.11-12.1.d.</b> Restate comments or claims made by others during a discussion.</p> <p>Ex. Briefly restate what others have said in the discussion on the topic when referring to their statements (e.g., “Bowling is fun. We need a ride there.”).</p>   |

| Alaska Grade-Level Standards   | Alaska-DLM Essential Elements   | Instructional Examples   |
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| investigation or complete the task.  |   | <p>Ex. Briefly restate some comments or claims made by others when a new peer joins the discussion (e.g., “Brad likes the book. Kayla says it is boring.”).</p> <p>Ex. Restate some comments and claims made by peers for a teacher at the end of the discussion (“Neesha wants bowling. We need \$14 to go”).</p> <p><b>EESL.11-12.1.d.</b> Restate a comment or claim made by another.</p> <p>Ex. Briefly restate a comment made by a peer to seek clarification (e.g., “You went there?”).</p> <p>Ex. Restate a comment or claim made by a peer when asked, “What did she say?”</p> <p><b>EESL.11-12.1.d.</b> Make a comment or claim during a discussion.</p> <p>Ex. Agree with something a peer says by indicating, “yes!”</p> <p>Ex. Use a preprogrammed communication device to make a comment during a discussion.</p> |
| <b>SL.11-12.2.</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the | <b>EESL.11-12.2.</b> Determine the credibility and accuracy of information presented across diverse media or formats. | <p><b>EESL.11-12.2.</b> Determine the credibility and accuracy of information presented across diverse media or formats.</p> <p>Ex. Compare information on one topic from two or more Internet sources to determine the accuracy and credibility of both.</p> <p>Ex. Compare information on a topic in a book with the same topic described on the Internet.</p> <p>Ex. Given information from two sources, use strategies to decide which information is most accurate (e.g., Check with a known authority to verify information found on the Internet such as asking the school nurse about health information or a parent or adult about safety information.).</p> <p><b>EESL.11-12.2.</b> Determine the credibility of information presented in diverse media or formats.</p>  |

| Alaska Grade-Level Standards   | Alaska-DLM Essential Elements   | Instructional Examples   |
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| data.  |   | <p>Ex. Use strategies to confirm the credibility of information gathered (e.g., Check with a known authority to verify information found on the Internet such as asking the school nurse about health information or a parent or adult about safety information.).</p> <p>Ex. Check information gathered from one source with the information presented on the same topic in another source in order to determine its credibility.</p> <p><b>EESL.11-12.2.</b> With guidance and support, identify information presented in diverse media or formats.</p> <p>Ex. Work with a peer to search the web entering terms identified by the peer and scanning sites for information on a predetermined topic.</p> <p>Ex. After a peer explains information related to a topic, identify a related photo from an array displayed on an interactive whiteboard.</p> |
| <b>SL.11-12.3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | <b>EESL.11-12.3.</b> Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported). | <p><b>EESL.11-12.3.</b> Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported).</p> <p>Ex. Given a video recording of a speaker, stop the video after each claim and determine when it is fact or opinion.</p> <p>Ex. Given a written record (notes) of the claims a speaker made, highlight each of the claims that are fact in one color and those that are opinion in a second color.</p> <p>Ex. Determine whether claims made by a speaker are fact or opinion by asking advice of a parent or teacher.</p> <p>Ex. Categorize statements made by peers as fact or opinion.</p> <p>Ex. Choose statements made by a peer that are fact (e.g., “Did the teacher tell you it was true in the past?”).</p>   |

| Alaska Grade-Level Standards   | Alaska-DLM Essential Elements   | Instructional Examples  |
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|  |   | <p><b>EESL.11-12.3.</b> Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported).<br/> Ex. Given a written version of a single claim presented by a speaker, evaluate the claim to determine whether it is fact or opinion.<br/> Ex. After a peer makes a claim about a text being discussed, determine whether it is supported by the text.</p> <p><b>EESL.11-12.3.</b> Identify facts about self and state opinions.<br/> Ex. Given a list of facts about students in the class, identify those that are facts about self (e.g., I am a boy. I have brown hair. I have green eyes.), state an opinion (e.g., “Brown hair is nice.”).<br/> Ex. Classify examples of fact or opinion about self when given choices.</p>  |
| <p><b>Presentation of Knowledge and Ideas.</b></p> <p><b>SL.11-12.4.</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are</p> | <p><b>EESL.11-12.4.</b> Present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.</p> | <p><b>EESL.11-12.4.</b> Organize and present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.<br/> Ex. Organize information gathered through research including information that specifically shows both sides of an argument and present it during a discussion.</p> <p><b>EESL.11-12.4.</b> Present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.<br/> Ex. When asked to present on a community issue with two sides (e.g., building a new school), gather information, organize it, and present it.<br/> Ex. Organize information gathered through research including information that specifically shows both sides of an argument and present it during a discussion.</p> |

| Alaska Grade-Level Standards   | Alaska-DLM Essential Elements   | Instructional Examples  |
|--|---|---|
| appropriate to purpose, audience, and a range of formal and informal tasks.  |   | <p><b>EESL.11-12.4.</b> Present information logically with an organization that is appropriate to purpose, audience, and task.<br/> Ex. Create a presentation about a class project beginning with a picture of the final product and explaining each step; then, present it at an open house for parents.<br/> Ex. Present information about a book being read in class starting with a statement of the topic and main idea of the book and following with important details that appear throughout.<br/> Ex. Given the steps required to prepare a recipe, sequence the information and state the directions as a peer prepares it for the class.</p> <p><b>EESL.11-12.4.</b> With guidance and support, present prepared information.<br/> Ex. Use a single message voice output device to present information prerecorded with the help of a peer or adult.<br/> Ex. Use a single switch to advance the slides in a multimedia presentation of information prepared with peers or a teacher.</p> |
| <b>SL.11-12.5.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | <b>EESL.11-12.5.</b> Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding. | <p><b>EESL.11-12.5.</b> Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.<br/> Ex. Use video to support statement(s) made in an oral presentation.<br/> Ex. Use a combination of text, graphics, and video clips in a presentation about their own responsibilities as part of a unit on personal responsibility.<br/> Ex. Strategically place a text and graphic images on a tri-fold science display to add interest to a presentation on an assigned topic.</p> <p><b>EESL.11-12.5.</b> Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.</p>   |

| Alaska Grade-Level Standards   | Alaska-DLM Essential Elements  | Instructional Examples   |
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|  |  | <p>Ex. Put text and graphics together in a multimedia presentation about own responsibilities as part of a unit on personal responsibility.</p> <p>Ex. Place a text and graphic images on a tri-fold science display and use it to support an oral presentation.</p> <p><b>EESL.11-12.5.</b> Select an image or other digital media to add to a presentation.</p> <p>Ex. Given an array of images selected by peers or an adult, select an image to add to a predetermined section of a presentation.</p> <p>Ex. Given a selection of short video clips edited by peers or an adult, select an image to include in a presentation.</p> <p><b>EESL.11-12.5.</b> Assist with media presentation.</p> <p>Ex. Indicate approval of images a peer has selected to include in a media presentation.</p> <p>Ex. Use a switch to make a presentation prepared with a group of peers.</p> |
| <p><b>SL.11-12.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language Standards 1 and 3 for specific expectations.)</p> | <p><b>EESL.11-12.6.</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.</p> | <p><b>EESL.11-12.6.</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.</p> <p>Ex. Shift from informal communication with peers during a discussion to speaking in complete sentences when the teacher asks for a summary of the discussion.</p> <p>Ex. During lunch, adapt from informal, telegraphic speech when communicating with peers (e.g., holds up milk carton and says, “help”) to complete sentences when an adult stops to ask a question (e.g., “We can go now.”).</p> <p>Ex. During a discussion, speak in complete sentences to share prepared information and shift to informal language to respond to follow-up</p>  |

| Alaska Grade-Level Standards | Alaska-DLM Essential Elements | Instructional Examples   |
|------------------------------|-------------------------------|--|
|                              |                               | <p>questions from peers.</p> <p><b>EESL.11-12.6.</b> Communicate in a variety of contexts and tasks using complete sentences when asked.<br/> Ex. Expand one-word response to a complete sentence when asked (e.g., The student says, “more” and expands it to say, “I want more.” when asked.).<br/> Ex. Using a multiple message voice output device to expand a one-word response to a complete sentence when asked (e.g., The student says, “bad class,” and expands it to say, “The class was bad.” when asked to say it in a complete sentence.).</p> <p><b>EESL.11-12.6.</b> Communicate in a variety of contexts.<br/> Ex. When working with peers, eye gaze to choices offered by peers to make choices and contribute.<br/> Ex. When working with a related services provider, select a symbol from an array of options to communicate a choice of activities.<br/> Ex. Use communication devices to communicate using language.</p> |

# **Eleventh-Twelfth Grade English Language Arts Standards: Language**

| <b>CCSS Grade-Level Standards</b>  | <b>Common Core Essential Elements</b>  | <b>Range of Complexity</b>  |
|--|--|---|
| <p><b>Conventions of Standard English.</b></p> <p><b>L.11-12.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> | <p><b>EEL.11-12.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply understandings that conventions of English are required in some forms of communication (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend).</p> | <p><b>EEL.11-12.1.a.</b> Apply understandings that conventions of English are required in some forms of communication (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend).</p> <p>Ex. Use different sentence structures and word choices for different forms of writing.</p> <p>Ex. Write a text or instant message effectively selecting the few words that best communicate the message.</p> <p>Ex. Use AAC device to compose short, telegraphic messages in informal, face-to-face communication but composes complete messages when writing (e.g., Asks friend, “Game today?” when speaking, but writes an e-mail to another friend, “Wanna go to the game tonight?”).</p> <p><b>EEL.11-12.1.a.</b> Write a variety of forms of communication to accomplish different purposes.</p> <p>Ex. Write an e-mail, letter, or text message to communicate with someone else.</p> <p>Ex. Write an informal note to the teacher asking a question.</p> <p><b>EEL.11-12.1.a.</b> Use language to meet a variety of communication purposes.</p> <p>Ex. Combine two symbols to make a request.</p> <p>Ex. Use three words to thank someone.</p> <p>Ex. Combine two or more symbols to communicate.</p> |
| <p>b. Resolve issues of complex or contested usage, consulting</p>   | <p><b>EEL.11-12.1.b.</b> Use appropriate resources to resolve issues involving</p>   | <p><b>EEL.11-12.1.b.</b> Select the appropriate resource from a collection to resolve issues involving grammar usage, punctuation, and spelling.</p> <p>Ex. Peer edit another student’s writing sample to resolve issues in</p>   |



| CCSS Grade-Level Standards  | Common Core Essential Elements   | Range of Complexity  |
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| <p>references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>  | <p>grammar usage, punctuation, and spelling (e.g., end of sentence punctuation, commas, question marks, exclamation points, hyphenation, parentheses, and colons).</p> | <p>grammar, punctuation, and spelling.<br/>Ex. Record a reading of writing sample and playback audio to check for grammar usage.</p> <p><b>EEL.11-12.1.b.</b> Use appropriate resources to resolve issues involving grammar usage, punctuation, and spelling (e.g., end of sentence punctuation, commas, question marks, exclamation points, hyphenation, parentheses, and colons).<br/>Ex. Use a dictionary or thesaurus when provided by the teacher to find alternate words with similar meanings.<br/>Ex. Respond to electronic prompts for editing (e.g., spell check, grammar check, auto corrects, word prediction software).</p> <p><b>EEL.11-12.1.b.</b> Use resources to resolve issues involving spelling and word choice.<br/>Ex. Ask a teacher how to correct a misspelled word.<br/>Ex. Use spell check to find correct spellings.</p> <p><b>EEL.11-12.1.b.</b> Identify words.<br/>Ex. When given a choice of words or pictures, select words from story.</p> |
| <p><b>L.11-12.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br/>a. Observe hyphenation conventions.</p> | <p><b>EEL.11-12.2.</b> Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication.</p>                                   | <p><b>EEL.11-12.2.</b> Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication.<br/>Ex. Generate lengthy texts that conform to conventions of English grammar and clearly conveys meaning.<br/>Ex. Write (letters, e-mails, notes) to others following conventions of English grammar and clearly conveying intended meaning.<br/>Ex. Engage in multiple-turn exchanges or extended discussions applying conventions of English grammar and communicating intended meaning</p>  |

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|  |  | <p>successfully.</p> <p><b>EEL.11-12.2.</b> Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication.<br/> Ex. Write sentence-level texts that conform to conventions of English grammar and clearly conveys meaning.<br/> Ex. Read text observing rules of speech, pausing at ends of sentences, etc.</p> <p><b>EEL.11-12.2.</b> Use language to apply knowledge of conventions of English grammar to convey desired meaning in writing and communicate desired meaning.<br/> Ex. Identify words that appropriately relate to a conveyed meaning.<br/> Ex. Combine 2-3 symbols according to grammatical rules to successfully communicate intended meaning.</p> <p><b>EEL.11-12.2.</b> Use language to communicate.<br/> Ex. Use 1-2 symbols to meet a variety of communication purposes.</p> |
| b. Spell correctly.  | <b>EEL.11-12.2.b.</b> N/A  |  |
| <p><b>Knowledge of Language.</b></p> <p><b>L.11-12.3.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or</p> | <p><b>EEL.11-12.3.</b> Use knowledge of language to achieve desired meaning when writing or communicating.</p> <p>a. Vary sentence structure using a variety of simple and compound sentence structures.</p> | <p><b>EEL.11-12.3.a.</b> Use varied sentence structure in a single written product or communication exchange.<br/> Ex. Use simple, repetitive sentences to share information about a topic but vary sentence structures when writing a personal narrative.</p> <p><b>EEL.11-12.3.a.</b> Vary sentence structure using a variety of simple and compound sentence structures.<br/> Ex. Write a brief summary of a story read using a combination of simple and compound sentences.</p> <p><b>EEL.11-12.3.a.</b> Uses grammatically correct simple sentence structures in</p>   |

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| <p>listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>   |   | <p>writing and communication.</p> <p><b>EEL.11-12.3.a.</b> Combines 2-3 words according to grammatical rules to write or communicate.<br/> Ex. Combine 2-3 symbols according to grammatical rules to successfully communicate intended meaning.<br/> Ex. Select 2-3 words from a word bank and combine them according to grammatical rules to successfully communicate intended meaning.</p>  |
| <p><b>L.11-12.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> | <p><b>EEL.11-12.4.</b> Demonstrate knowledge of the meaning of words and phrases drawn reading and academic content.</p> <p>a. Use context to determine the meaning of unknown words.</p> | <p><b>EEL.11-12.4.a.</b> Use context to determine the meaning of unknown words.<br/> Ex. Determine the meaning of unknown words using knowledge of the topic of the passage and the context surrounding the word.</p> <p><b>EEL.11-12.4.a.</b> Determine the meaning of a word in a sentence.<br/> Ex. Given choices of old and new words, correctly fills in a word to complete a sentence.</p> <p><b>EEL.11-12.4.a.</b> Recognize the meaning of word from a picture.<br/> Ex. Point to object (computer) in response to a word to indicate meaning.<br/> Ex. Choose symbol for small in response to teacher questions (e.g., When shown a picture of a mouse standing next to an elephant and the teacher says, “This mouse is tiny. Does tiny mean big or small?” The student chooses symbol for small.).</p> |
| <p>b. Identify and correctly</p>   | <p><b>EEL.11-12.4.b.</b> N/A</p>  |   |

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| use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i> ).  |   |   |
| c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. | <b>EEL.11-12.4.c.</b> N/A   |   |
| d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   | <b>EEL.11-12.4.d.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. | <p><b>EEL.11-12.4.d.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</p> <p>Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word.</p> <p>Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning.</p> <p>Ex. Look up an unfamiliar word in a primary dictionary to check the meaning.</p> <p><b>EEL.11-12.4.d.</b> Consult reference materials (dictionaries, online vocabulary</p> |

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|   |  | <p>supports) to clarify the meaning of unfamiliar words encountered when reading.<br/> Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word.<br/> Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning.<br/> Ex. Look up an unfamiliar word in a primary dictionary to check the meaning.</p> <p><b>EEL.11-12.4.d.</b> With guidance and support, consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.<br/> Ex. Double-click on a word to reveal the definition in multimedia reading software.<br/> Ex. With support getting to the correct page, look up an unfamiliar word in a primary dictionary to check the meaning.</p> <p><b>EEL.11-12.4.d.</b> Ask for clarification when needed.<br/> Ex. Indicate confusion or lack of understanding saying, “I don’t know.”<br/> Ex. Indicate “yes” or “no” when asked, “Do you understand?” or “Do you have any questions?”<br/> Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.</p> |
| <b>L.11-12.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | <b>EEL.11-12.5.</b> Demonstrate understanding of figurative language and words relationships.<br>a. Interpret simple | <b>EEL.11-12.5.a.</b> Interpret simple figures of speech encountered while reading or listening.<br>Ex. Understand simile (e.g., My dog has a memory like an elephant.) when it is encountered when reading.<br>Ex. Determine the difference between the literal meaning of metaphors  |

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| a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  | figures of speech encountered while reading or listening.  | <p>(e.g., My cat is getting a big as a house.) and the actual meaning when reading or listening (e.g., My cat is fat.).</p> <p><b>EEL.11-12.5.a.</b> Understand common idioms and figures of speech.<br/>Ex. Given a representation of figurative language (e.g., picture for “It’s raining cats and dogs”), answers “yes” or “no” to “Does this really happen?”</p> <p><b>EEL.11-12.5.a.</b> Understand common phrases.<br/>Ex. Responds appropriately when someone says phrases such as: <i>your turn, take one, look at that.</i></p>   |
| b. Analyze nuances in the meaning of words with similar denotations.  | <b>EEL.11-12.5.b.</b> N/A  |  |
| <b>L.11-12.6.</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or | <b>EEL.11-12.6.</b> Use academic and domain-specific words and phrases for communication appropriate for the student’s educational plans and career goals. | <p><b>EEL.11-12.6.</b> Use academic and domain-specific words and phrases for communication appropriately for one’s own educational plans and career goals.<br/>Ex. Respond to a mock interview question specific to one’s own educational plan.</p> <p><b>EEL.11-12.6.</b> Use academic and domain-specific words and phrases when writing and for communication.<br/>Ex. Complete a job application specific to one’s own educational plan.</p> <p><b>EEL.11-12.6.</b> Demonstrate understanding of general academic language.<br/>Ex. Point to, underline, or otherwise indicate new academic language.</p> |

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